NDTAC Topical Call #3: Providing High-Quality Education in Juvenile Justice Secure Care Facilities During the 2020-21 School Year

Monday • September 14 • 2020

Presenters:
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The National Technical Assistance Center
for the Education of Neglected or
Delinquent Children and Youth (NDTAC)

neglected-delinquent.ed.gov

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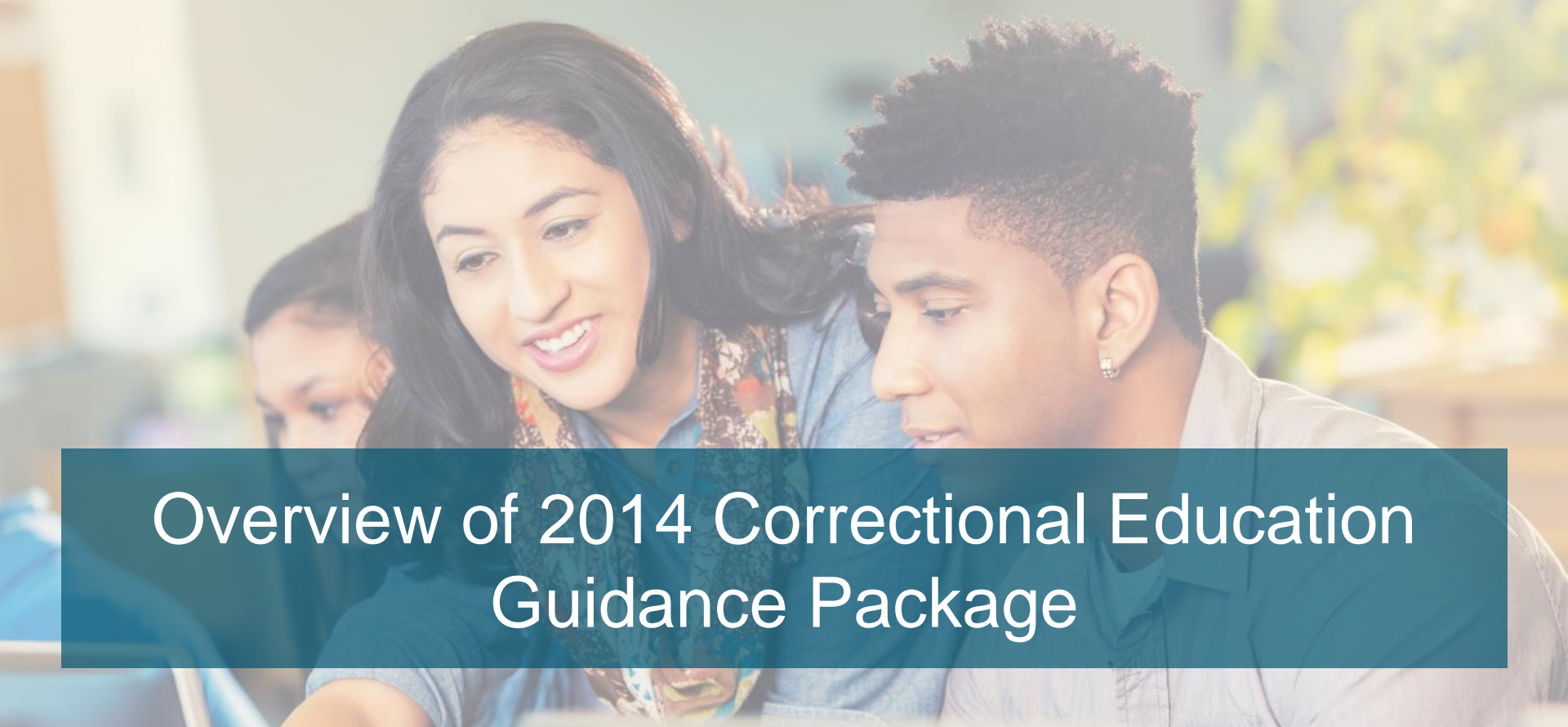AMERICAN INSTITUTES FOR RESEARCH®

Webinar Logistics

- Audio: "Listen only" online even

- Enter questions into the chat box

- Webinar slides e-mailed + posted online

- Visual: Login into Adobe to view materials and the slides

- Use the chat pod to communicate with the presenters and organizers

Agenda

1. Welcome & Introductions

2. Overview of 2014 Correctional Education Guidance Package

3. New NDTAC Issue Brief: *Enhancing Facility-based Education Programs Through Digital Learning*

4. Technology in Learning

5. Applying the Principles of High-quality Correctional Education During the 2020-21 School Year

6. Q&A / Adjourn

Overview of 2014 Correctional Education Guidance Package

Overview

- Based on recommendations from My Brother's Keeper Task Force

- Jointly released by U.S. Department of Education and U.S. Department of Justice

- Series of Dear Colleague Letters:

  – Civil Rights of Students in Juvenile Justice Residential Facilities

  – Individuals with Disabilities Education Act for Students with Disabilities in Correctional Facilities

  – Access to Federal Pell Grants for Students in Juvenile Justice Facilities

https://neglected-delinquent.ed.gov/resources/correctional-education-guidance-package-serving-juvenile-justice-system-involved-youth

Guiding Principles

Outlines five principles and supporting core activities to improve education practices or implement new ones.

I. A safe, healthy facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners.

II. Necessary funding to support educational opportunities for all youths within long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved.

III. Recruitment, employment, and retention of qualified education staff with skills relevant in juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.

IV. Rigorous and relevant curricula aligned with state academic and career and technical education standards that utilize instructional methods, tools, materials, and practices that promote college- and career-readiness.

V. Formal processes and procedures – through statutes, memoranda of understanding, and practices – that ensure successful navigation across child-serving systems and smooth reentry into communities.

Guiding Principles and Core Activities

Summary of Guiding Principles and Core Activities for Providing High-Quality Education in Juvenile Justice Secure Care Settings

| Guiding Principle	I. A safe, healthy, facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners.	II. Necessary funding to support educational opportunities for all youths within long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved.	III. Recruitment, employment, and retention of qualified education staff with skills relevant to juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.	IV. Rigorous and relevant curricula aligned with state academic and career and technical education standards that utilize instructional methods, tools, materials and practices that promote college- and career- readiness.	V. Formal processes and procedures—through statute, memoranda of understanding, and practice—that ensure successful navigation across child-serving systems and smooth reentry into communities.
Core Activities	• Establish a school- and facility-wide climate with a focus on family engagement in which youths are free from threats of or actual physical or emotional harm. • Create and/or revise policies, procedures, and progress measures that prioritize education and student educational achievement. • Develop a continuum of academic and behavioral supports and services to promote long-term educational outcomes for youths who are system-involved, potentially through a tiered framework. • Ensure fairness and equity in the provision of educational services and the promotion of a facility-wide climate that supports learning consistent with federal law.	• Plan and develop dedicated and appropriate education budgets at the agency and facility levels. • Establish processes to ensure that secure care facilities receive adequate state and local funds and effectively leverage available federal education dollars to supplement core education programs.	• Require that education staff, including special education, LEP, and related service providers, hold valid education credentials consistent with federal requirements and state law. • Provide or otherwise facilitate access to professional development opportunities for education staff so they can develop the skills to address the unique needs of students in juvenile justice settings more effectively. • Use a teacher evaluation process that continuously assesses teacher performance based on accepted state standards for highly effective instruction.	• Employ current instructional methods and materials appropriate to each student's age, grade placement, development, and culture. • Promote student engagement through high educational expectations for all students in the juvenile justice system. • Require that students in juvenile justice residential facilities participate in the same curriculum and state accountability systems as students in traditional schools, and provide instruction and assessments with appropriate services and accommodations for students with disabilities and English learners. • Collect and use data to monitor student academic progress, make data-informed decisions, and continuously evaluate and improve the education program. • Provide access to postsecondary programming, including college and career and technical education that prepares students for successful transitions to adulthood.	• Immediately upon entry of a youth into a juvenile justice residential facility, create individualized prerelease plans in partnership with the youth and his or her family that identify action steps and support services to ensure reenrollment in a community school and reduce the likelihood of rearrest or reoffending. • Prior to release, offer additional formal learning opportunities for the youth that are grounded in evidence- and practice-based service models and focused on social, emotional, and behavioral skill development, especially for youths with mental health conditions. • Establish policies and procedures that promote school assignments best suited for students' educational success and the timely transfer of their accurate education and related records.

Poll

How do you feel about the quality of technology being used to supplement education in your State's Title I, Part D programs?

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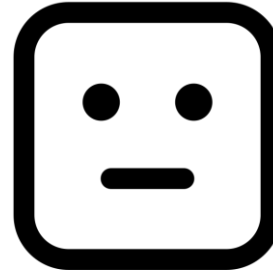
3   4

New Issue Brief

Enhancing Facility-based Education

Programs Through Digital Learning

neglected-delinquent.ed.gov

New Issue Brief

NDTAC | The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth

September 2020
Washington, D.C.

ISSUE BRIEF

Enhancing Facility-Based Education Programs Through Digital Learning

Ramón L. de Azúa

neglected-delinquent.ed.gov

https://neglected-delinquent.ed.gov/sites/default/files/2020-08/BriefDigitalLearning-508.pdf

neglected-delinquent.ed.gov

What is Digital Learning?

Title IV, Section 4102(3): "…the term 'digital learning' means…"

A. interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content;

B. access to online databases and other primary source documents;

C. the use of data and information to personalize learning and provide targeted supplementary instruction;

D. online and computer-based assessments;

E. learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers;

F. hybrid or blended learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace; and

G. access to online course opportunities for students in rural or remote areas.

Technology in Justice

Frank Martin, World Possible Justice

neglected-delinquent.ed.gov

Technology in Learning

Kick Start

COLLABORATION IN PLANNING AND DEPLOYMENT

Juvenile Justice / DOC – Education – Information Technology (IT)

ADDRESS LEGAL AND POLICY BARRIERS FOR JUVENILE JUSTICE YOUTH ACCESS

Example: Administrative Rules – Acceptable use of electronic networks

https://secure.sos.state.or.us/oard/displayDivisionRules.action?selectedDivision=193

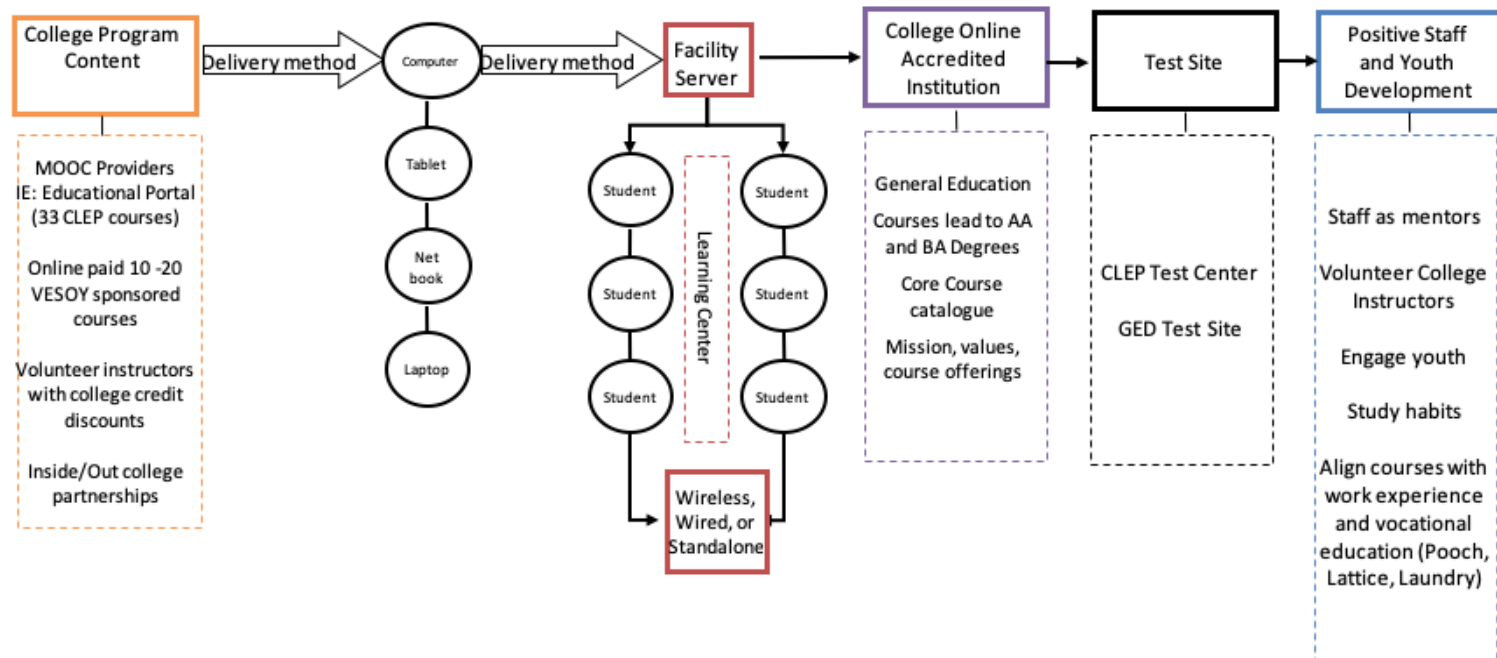**MATCH TECHNOLOGY WITH YOUR SKILL BASE AND BUDGET**

Choose hardware and software that staff can support and instructors can use.

https://neglected-delinquent.ed.gov/sites/default/files/NDTAC_Virtual%20School%20District_032814.pdf
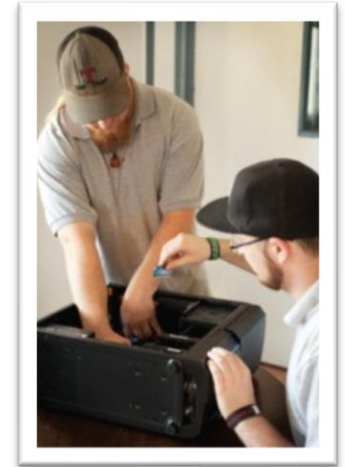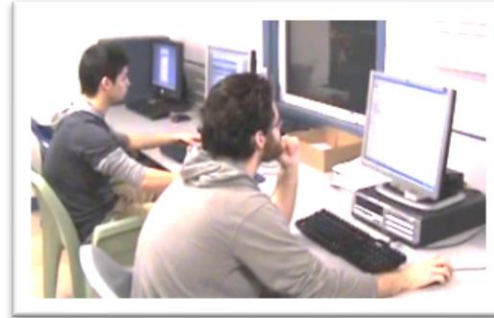
Goals:
- ❖ MacLaren Virtual Real College Campus offers a pathway to higher education
- ❖ Staff and youth are engaged in learning
- ❖ Course catalogue – of online Community College Courses and MOOC courses with CLEP testing
- ❖ Work experience and vocational education include mandatory coursework (Project Pooch, Lattice, laundry, gardener)

College Program Content		Computer		Facility Server	College Online Accredited Institution	Test Site	Positive Staff and Youth Development
	Delivery method		Delivery method				

College Program Content

MOOC Providers IE: Educational Portal (33 CLEP courses)

Online paid 10 -20 VESOY sponsored courses

Volunteer instructors with college credit discounts

Inside/Out college partnerships

Computer — Tablet — Net book — Laptop

Facility Server

Student, Student, Student (Learning Center), Student, Student, Student

Wireless, Wired, or Standalone

College Online Accredited Institution

General Education

Courses lead to AA and BA Degrees

Core Course catalogue

Mission, values, course offerings

Test Site

CLEP Test Center

GED Test Site

Positive Staff and Youth Development

Staff as mentors

Volunteer College Instructors

Engage youth

Study habits

Align courses with work experience and vocational education (Pooch, Lattice, Laundry)

Stand Alone – Offline

- The solution is completely offline, stand-alone, without any network access, internet, or annual / recurring fees.

- Access in living areas, intake units, jails, or classroom. Secure, self-directed learning environment without any additional IT resources.

- Refurbished or new devices often use Free Open Source (Linux) software with Open Education Resources for content.

- Computer and vocational skills project.

Stand Alone - Offline

- Lowest Risk and Least Complex
- Updates or reinstall can be done with USB stick – once a year.
- Updates can include new specialized content. Text books, college courses, Transition skills, coding ....
- Consider having secure docking station for saving student documents, printing for updating.
- Involved staff and instructors for guidance and support for individual learning.
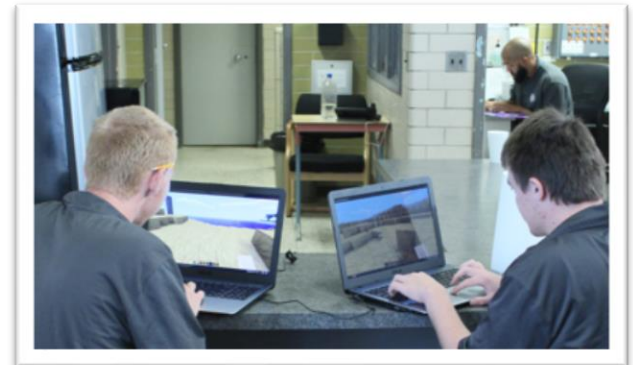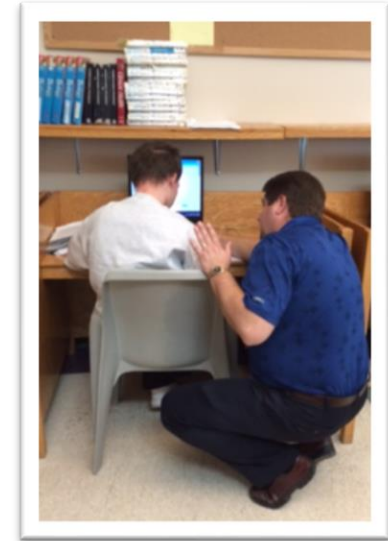
Thin Client

Thin clients are more secure because they do not have storage capacity. This means that everything users access and store resides on terminal servers, and that they have limited administrative privileges and limitations on installed applications.

The Benefits of Thin Client Security Include:

- Thin clients are protected from unauthorized **software** or introducing viruses.

- Data cannot be copied to a disk or saved to any other location than the server.

- Centralized processing makes it easy to manage and monitor the system.

- Users only have access to the server (which they need to be connected to in order to use their computer) via a network connection, which you control. Thus, you can define strict rules for security to ensure that malware and other problems are kept out.
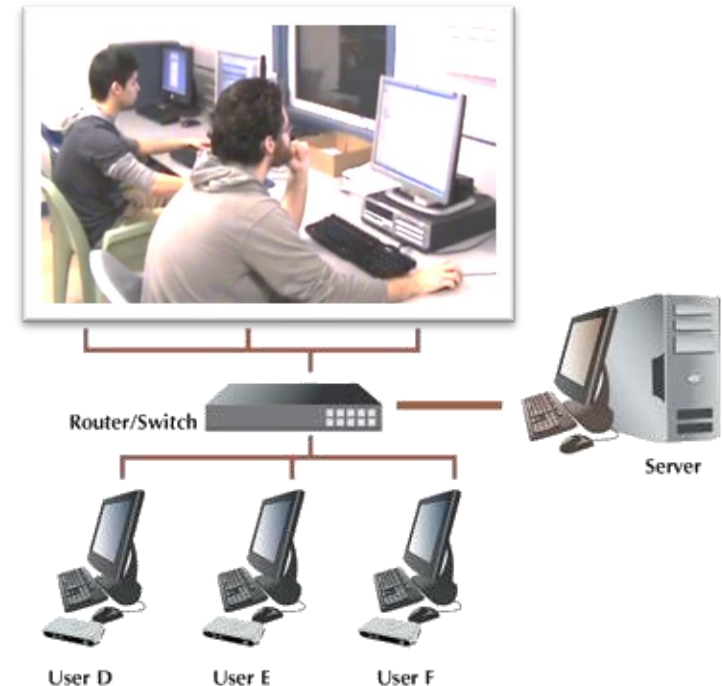
Digital eLearning Center

- **Recommended for:** One room eLearning Center, usually structured programs with staff on site to teach. Programs can be Digital Life Skills, college course and K-12 program.

- Canvas course to include all of the resources instructor wishes students to access directly into Canvas. Downloading copies of the needed materials and including them on the Canvas installation or adding them to designated computer directly.

- The instructor will be able to download submitted assignments to a personal laptop or storage device to grade at home (if the facility allows the professor that level of device access). Otherwise, all work by the professor must be done on site.

CLASS ROOM

CANVAS BOX

24 Ports
Router/Switch or Wi-Fi

Docking Stations / Desktops
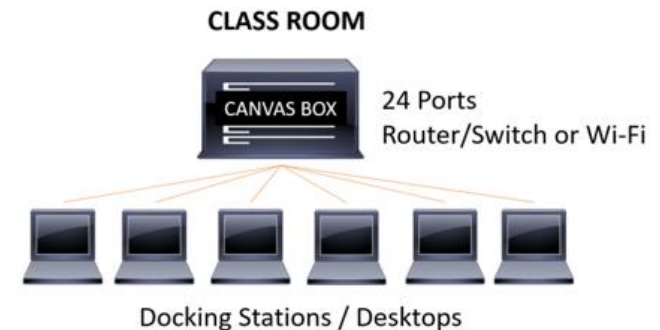
Digital eLearning Center

- **Pro:** This is the most "localized" version of Canvas possible, meaning the damage of a breach is pretty well contained to users of Canvas in this classroom. The high level of localization can have its draw backs.

- **Con:** It will be difficult to manage this device, someone must do it on site.

- **Con:** If you want to offer the same course in multiple classrooms, each classroom will require getting set up with the Canvas box and the course.

- **Con:** If a student transfers between institutions, there is easy way to take their educational progress with them.

Chrome Access for Students - Oregon

- The school has a restricted whitelist that only links/URLs you approve are allowed to be accessed, your own intranet.

- In the classroom, safe search is on and students have more access but using Chromebook it is restricted.

- In Oregon, students have access to their "College in a Box" i.e. Moodle, Blackboard/eLearn, Desire to Learn (D2L) or Canvas platforms.

- The Network administrator created a student google suite where students may type their assignments and then when they are in our Computer Resources Center Lab they are allowed a little more access on the PC's for deeper research which will sync the students assignment so they may be submitted.

Network Firewall

DNS Based Web Filtering

AI Based Web Filtering:

Deledao

Google G Suite

Polices

Third Party integrations: Safe Doc & ManagedMethods

Chrome OS Policy Based Web Filtering

AD FS SSO W/ Firewall

Students

G Suite Apps and Classroom without risk of communication between students or the community and online curriculum like Study.com delivered safely.

A comprehensive system to deliver the 21st century connected classroom to justice involved youth.

Google Apps is used by over 60% of Schools in The U.S.

Collaboration platforms configured to stop forbidden Collaboration between students. Cloud services restricted to On-Prem

CASCADE
TECHNOLOGY ALLIANCE

Intel® Education Content Access Point

- CAP Server is a seamless, all-in-one, fully integrated wireless access point with internal storage and an easy-to-use educational content management and distribution system.

- CAP Server provides easy access to locally-cached educational content regardless of Internet access availability.

- CAP Server provides closed Wi-Fi performance supporting up to 50 concurrent wireless clients

- CAP Server uniquely incorporates a battery to support mobile and uninterrupted usage for hours

- Hardware – RACHEL from World Possible.
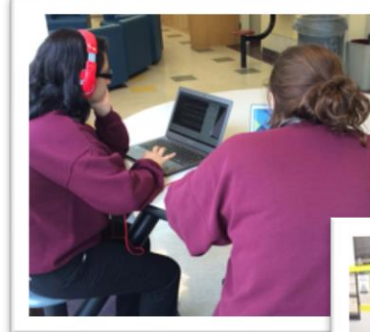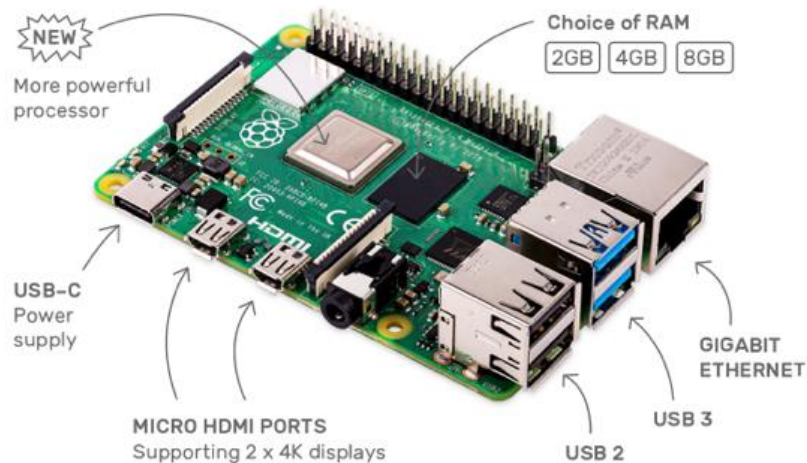
Raspberry Pi

- You can plug Raspberry PI into any secure network port on your school network.

- Students learn additional computer skills – coding opportunities and hardware configuration.

- Hands on skill building for advancement.

- Storage Cards can be collected after class – a simple security process.

Canvas Box - Two-Way Content Transfers & Video Board - For Remote Teaching

- **Internet must be available in the same room students are in, however students do not connect to the Internet, only to RACHEL-Pro which stays offline always.**

- **Builds on Secure books and RACHEL:** Add an Internet connection in the room (students will not be given access) that staff can access. This allows for remote instruction via WebEx, Zoom, etc.

- Also creates an option to add RACHEL-Pro for offline Canvas or Moodle with teacher computers for two way content-syncing, real-time while connected, offline. Would also require adding wireless docks to each desk students sit at with Securebooks.

- **New content delivery:** Professors, teachers, or volunteers can deliver live instruction via video conference and upload new content to RACHEL-Pro in realtime. This content sync can be "two-way" where teachers upload new content to RACHEL-Pro and can receive content and messages from students through Canvas or Moodle. Only the most basic functions of Canvas and Moodle will work and courses must be custom built to include all needed resources (no outside links).

Applying the Principles of High-quality Correctional Education During the 2020-21 School Year

Simon Gonsoulin, NDTAC

Revisiting Questions from ND Coordinators

- Are educational services at Title I, Part D facilities affected this school year similarly to what was reported in April 2020?

- Have any states developed FAQs at the State or local levels for their subgrantees for Title I, Part D, for all Title programs or neglected or delinquent education ?

  - Are any ND Coordinators receiving questions (focused on COVID-19 and delivery of services) from subgrantees that are specific to Part D as we start the new school year? If so, what types of questions?

Revisiting Questions from ND Coordinators

- Are there any specific uses of funds under Title I, Part D that are particularly helpful for State agencies and local educational agencies to consider [for the current school year]?

- Are any ND Coordinators able to acquire laptops/Chromebooks or other technology for Title I, Part D facilities?

Revisiting Questions from ND Coordinators

- Have secure care facilities in your State moved to an online instruction model [for the current school year]?

  o In facilities without access to the internet or computers, what sources of information or resources are available for teachers to be able to access education materials that are aligned with the standards and curriculum?

  o What no- or low-tech resources are available for educators in facilities when internet access is not available or limited?

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Thank You!

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